

CHAPTER 1

INTRODUCTION

This chapter discusses about background, the research question, the purposes of research, the significances of research, rationale, hypothesis, methodology, and the data analysis.

A. Background of Research

In learning English, vocabulary mastery is one of the important elements in mastering English as foreign language. It means that the students should have the ability in understanding to use the words and the meanings. The students not only know the words, but also their meanings. Vocabulary also plays an important part in English skills; listening, speaking, reading, and writing skill.

Tarigan (1984:2) cited in Kusrini (2012), says that “language skills mostly depend on the mastery vocabulary.” But the students will face many difficulties to express their feeling and idea to other people if they have limited vocabulary. In this case to read and understand the text, the students must have a good vocabulary. English vocabulary is the most significant factors. Learning English without mastering of vocabulary can make people hard to speak and they can not answer some questions in spoken and written. But many students face problems in learning English. One of the problems is students’ insufficiency of vocabulary. The insufficiency of vocabulary can be solved by using appropriate methods and techniques in teaching.

According to Firman(2008) cited in Irma (2013), states that, “ to develop the students vocabulary the teacher must be found out effective way of teaching vocabulary.” The teacher should use good methods and techniques to increase students’ vocabulary.

RoundRobin is one of techniques to teach vocabulary to students. According to Ledlow (1995), RoundRobin technique involves taking turn and having teammates contribute one answer

at the time. This technique can be done in teammates which each member gives contribution to answer the question that is given by the teacher. The teacher sets the time to answer the question. Based on the description above, the research was about **“THE INFLUENCE OF ROUNDROBIN TECHNIQUE IN IMPROVING STUDENTS’ VOCABULARY”**.

B. The Research Questions

Based on the description on the background above, the writer formulates the research question as follows :

1. How is students’ vocabulary mastery by using RoundRobin ?
2. How is students’ vocabulary mastery without using RoundRobin?
3. How significant is the difference between students’ vocabulary mastery taught by using RoundRobin and without using RoundRobin?

C. The Purposes of Research

Based on the question formulated above, the purposes of the research are :

1. To find out students’ vocabulary mastery by using RoundRobin.
2. To find out students’ vocabulary mastery without using RoundRobin.
3. To find out significance of the difference between students’ vocabulary mastery taught by using RoundRobin and without using RoundRobin.

D. The Significances of Research

The study is expected to provide several benefits, for students, teacher, school as follows :

1. For Students

This research is expected to improve students’ vocabulary in using RoundRobin technique.

2. For Teachers

- a. This research is expected to add insight regarding teacher learning model, especially the model of learning RoundRobin.
 - b. This research is expected to assist teachers in creating an engaging learning activities, so as to improve learning outcomes and students activity.
3. For School

This research is expected to contribute both to improve learning English, so as to improve the learning outcomes of students.

E. Rationale

According to Ledlow (1995), RoundRobin technique involves taking turn and having teammates contribute one answer at the time. This technique can be done in teammates which each member gives contribute to answer the question that is given by the teacher. The teacher sets the time to answer the question. Teaching vocabulary by using Round-Robin technique has advantages and disadvantages. According to Syafryadin (2013), the advantages of Round-Robin technique are that this technique makes students talk a lot. Then, this technique also gives a chance for each members group for speaking. While, this technique has also disadvantage such as, this technique can cause some students become dominant in the classroom.

This technique consists of some steps (Warsono and Hariyanto, 2012) :

1. Giving the students a question with multiple answers or a topic with multiple parts.
2. Each student orally provides an answer or part of the topic, taking about the same amount of time for each student.
3. Students coach one another when a partner has difficulty.
4. Students provide appropriate praise or constructive criticism when necessary.

Teacher must use open-ended questions. For example by saying “please RoundRobin the names of the domestic animals that we have learnt previous lesson. The students answer orally”.

It is like a game of tennis, in which both partners hit the ball in turns . In this technique, students take turns to “shoot” ideas or answers orally. Yet, this technique is rarely implemented in teaching learning process. Instead, this technique is appropriate to implement in teaching.

Therefore to implement RoundRobin to improve students’ vocabulary, the researcher use scheme, as follows:

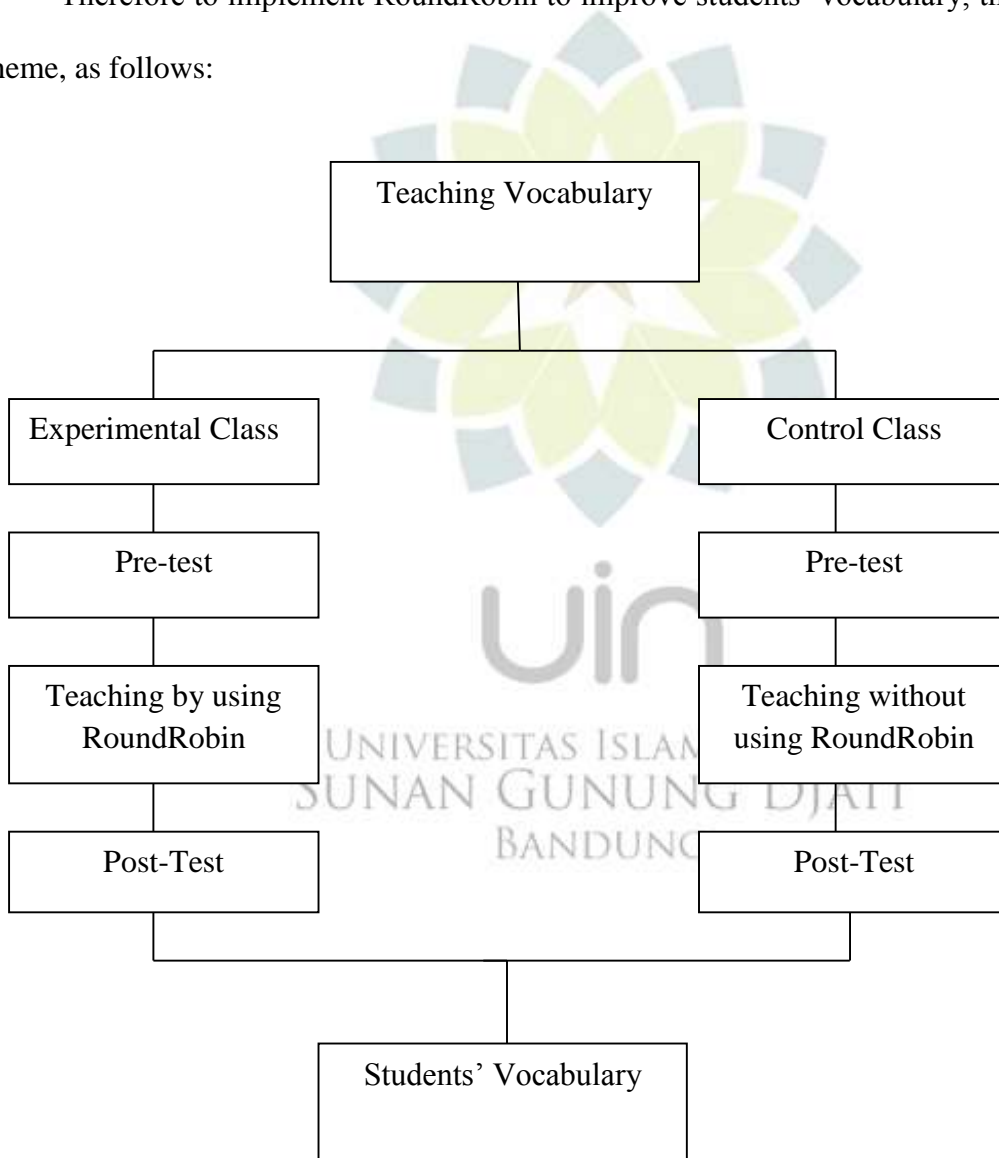


Figure 1.1
The Research of the Influence of RoundRobin Technique in Improving Students’ Vocabulary at SMPN 1 Situraja

Based on the scheme above, this research examined two classes, namely experimental class and control class. The researcher took place in six meetings. Pre-test was the first meeting conducted at both classes directly. The goal was to identify the level of students' knowledge of the material to be presented. Then the second to the fifth meeting is the implementation of the teaching/classroom experiment by using giving RoundRobin technique.

On the other side, the control class used conventional technique. Both of classes were given same material. At the last meeting, both of classes were given post-test. The goal was to find out the differences in using RoundRobin technique and without using RoundRobin. Then, the research could be identified whether it was effective or not on students' vocabulary.

F. Hypothesis

Hypothesis is a tentative assumption of the research. Based on the statements of problem and rationale, this assumption can be clarified on statistical hypothesis are as follows :

Ha : Accepted if t counted $>$ t table : Applying RoundRobin technique is effective in improving students' vocabulary.

Ho : Accepted if t counted $<$ t table : Applying RoundRobin technique is not effective in improving students' vocabulary.

G. Methodology

1. Method of Research

The approach of the research was quantitative research. Then the method was experimental method. According to Sugiyono (2013: 24), the experimental methods are used to know the influence of the independent variable to dependent variable. So, the experimental method was suitable for this research. There were two groups in this study. The first was experimental class and second was control class. The experimental class was the class that received the treatment

using RoundRobin technique, meanwhile the control class was the class that received the treatment using conventional method.

2. Source of Research

a. Setting of Research

This research took place at the SMP Negeri 1 Situraja. The decision was made because the teachers still used conventional technique in teaching vocabulary.

b. Population and Sample

According to Sugiyono (2013:62), population is generalization area that consists of: object/subject that has quality and special characteristic that prescript by a researcher to be learned and then takes a conclusion, whereas, sample is part of population”. The population of this research was taken from the seventh grade students at SMPN 1 Situraja, there are nine classes of the seventh grade and there are 330 students. The sample was class VII- F and VII- I of seventh grade. Class VII- I as experimental class and class VII- F as control class.

According to Arikunto’s statement (2010), if the subjects are less that 100 we can take all, but the number of the subject is more than 100, it will be better to take only 10% - 15% or 20% - 25% or more based on the researcher ability concerning time, available, financial, etc. So the research taken 68 students were taken randomly. The population and sample can be seen at the table bellows:

Table I.I
The Condition of population and sample students of seventh grade at SMPN1 Situraja

No	Class	Number of Students		
		Male	Female	Total
1.	Experimental Class	14	20	34
2.	Control Class	16	18	34

	Total		68
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3. Technique of Collecting Data

Some techniques to collect data were used such as:

a. Test

According to Arikunto (2010:193), “test is a feature of question or exercise to measure someone’s skill, knowledge, intelligent, or ability.” In this research, the type of test was used multiple choice tests.

b. Validity of test

The validity test was used to know the suitable of the questions using for pre-test and post-test. The set of validity test can be seen in appendices.

c. Treatments

Treatments were given in experimental class by using RoundRobin technique and for the control class with no treatment. Treatments were done in four meetings in teaching learning process.

d. Observation

According to Arikunto (2010:200), “observation is a kind of technique which is done by undertaking careful supervision and recording or registration systematically.” The observation was secondary data. In this research, the condition was observed at the school of SMPN 1 Situraja Sumedang. It was used to know general objective of the school. The observation conducted in one time depends on satisfied data that has been taken.

H. Data Analysis

To analyze the reality of condition variable x and y, statistical formulation used were:

1. Determining class interval by using the abbreviation:

$$k = 1 + 3.3 \log n \quad (\text{Sugiono, 2013:36})$$

Note:

n = number of students

2. Determining range of data by using the abbreviation:

$$R = (X_{max} - X_{min}) + 1 \quad (\text{Sugiono, 2013:36})$$

Note:

R= range

X_{max} = the highest score X_{min} = the lower score

3. Determining length of class by using the abbreviation

$$p = \frac{R}{k} \quad (\text{Sugiono, 2013:37})$$

Note:

P = length of class

R = Range of data

K = Class Interval

4. Computing Mean (\bar{x}) by using the abbreviation:

$$\bar{X} = \frac{\sum x_i}{n} \quad (\text{Sugiono, 2013:49})$$

Note:

\bar{X} = mean

Σ = *epsilon* (sum)

x_i = the sum of all score

N = number of students

5. Computing median by using the abbreviation:

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \quad (\text{Sugiono, 2013:48})$$

Note:

Me = median

b = under limit of median class

p = length of class interval

n = number of students

F = frequency

f = cumulative frequency

6. Computing modus (Mo)

$$Mo = b + p \left(\frac{b_1}{b_1 + b_2} \right) \quad (\text{Sugiono, 2013:47})$$

Note:

Mo = modus

b = under limit of median class

p = length of class interval

b₁ = the differences of modus frequency with a previous class frequency

b₂ = the differences of modus frequency with a next class frequency

7. Determining the standard deviation by using the abbreviation:

$$S = \sqrt{\frac{\sum f_i(x_i - \bar{x})^2}{(n-1)}} \quad (\text{Sugiono, 2013:58})$$

8. Arranging the distribution of observation and expectation frequency

9. Determining Chi Square (χ^2) by using the following abbreviation:

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h} \quad (\text{Sugiono, 2013: 81})$$

Note:



f_o = frequency/ data cumulative

f_h = expectation frequency

10. Determining degree of freedom

$$Df = K - 1$$

Note:

Df = Degree of Freedom

K = Total of class interval

11. Determining the value of table X^2 by significance level 5 % or ($\alpha = 0,05$)

$$X^2_{table} = X^2_{(1-\alpha)(dk)}$$

12. Determining the normality of data distribution by using the criteria:

If $X^2_{count} < X^2_{table}$, the distribution of data is normal.

To answer the statement of the third research problem, the researcher uses the following step:

1. Determining the homogeneity of two variances

2. Determining f test

$$F = \frac{s^2_1}{s^2_2}$$

(Sugiono, 2013:140)

Note:

S^2_1 = variance of data for experimental class

S^2_2 = variance of data for control class

3. Determining the degree of freedom

a. $Df_1 = n_1 - 1$

b. $Df_2 = n_2 - 1$

4. Determining the homogeneity of the data

- a. If $F_{table} > F_{count}$, the data is homogeneous
- b. If $F_{table} < F_{count}$, the data is inhomogeneous
5. Testing the difference between two interrelated averages can be looked for t test

a.
$$t = \frac{X_1 - X_2}{dsg \sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

b.
$$dsg = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$
 (Sugiono, 2013:138)

